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ABSTRACT

The document outlines specific goals of a social studies program (K-12) that are consistent with the generalized goals for education of the State Board of Education in Texas. Prior to presenting these goals, the purposes, method of development of the objectives, and the goals for public school education are outlined. General goals are categorized according to intellectual discipline: economic and occupational competence; citizenship and political competence; physical and environmental health; appreciation of culture; and interpersonal competence. Three subgoals for the social studies are broken down into sections which list skills relevant to the subgoal. Subgoal I states that the social studies program will help students acquire factual and generalized knowledge of people and their environments. Separate sections stress knowledge of the American economic system; the history of Texas, the United States, and the world; local, state, national, and other political systems; world geography; and psychological, sociological, and cultural factors affecting human behavior. Subgoal II focuses on helping students develop and examine their own and others' values and attitudes. Sections emphasize development of self-respect and respect for others; commitment to democratic beliefs, human freedom, and personal responsibility; and positive support for the American economic system. Subgoal III concerns development of skills necessary for understanding and interacting with different environments. Separate sections discuss helping students obtain and analyze information from various sources; apply historical and social science facts, concepts, rules, and generalizations; and understand the reasoning process. (KC)

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SOCIAL STUDIES SUBGOALS AND SUGGESTED ESSENTIAL STUDENT OBJECTIVES

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**Social Studies Section
Division of Curriculum Development
Texas Education Agency
Austin, Texas
1980**

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FOREWORD

Texas school children and adult students are entitled to the best possible education that planning, experience, and effort can devise. This educational guarantee recognized by the State Board of Education is the underlying philosophy of the Goals for Public School Education in Texas. The Goals encompass the development of students' intellectual competencies, stress organizational efficiency, and call for a program of accountability.

Using the Goals as a base, a cross section of Texas educators, citizens, and students have identified a suggested set of social studies subgoals and student objectives they deemed essential to be achieved by students at mid-point level in the educational process and at high school completion level.

This publication includes the text of the Goals for Public Education in Texas and the suggested social studies subgoals and essential student objectives for use by those involved in various facets of social studies education.

Alton O. Bowen
Commissioner of Education

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PURPOSES OF THE SUBGOALS AND SUGGESTED ESSENTIAL STUDENT OBJECTIVES

Education goals such as those adopted by the State Board of Education (pages 4-7) describe in a broad, general way the major outcomes and emphases of the state's education system. The subgoals and essential student objectives on pages 8-24 describe in more specific terms the expected outcomes of a social studies program that is consistent with the generalized goals for education and provide a common, consistent focus for a social studies curriculum.

The subgoals and student objectives may be used to:

- provide information for the development of local school district curricula
- aid local school districts with the development of accreditation plans
- provide a basis for statewide assessment
- give directions to publishers in the development of instructional materials
- provide guidelines for teacher education programs

The following should be noted:

- Subgoals are divided into three categories, Subgoal I relates to knowledge, Subgoal II to attitudes and values, and Subgoal III to skills and processes.
- Each subgoal is divided into sections which gives it specific focus
- Each section contains a set of student objectives for the mid-point and exit-point levels

The essential student objectives are not mandated either by law or by State Board of Education policies. They are however, reflective of the thinking and judgment of practicing social scientists, teachers at all levels, citizens, and students.

Local districts may adapt the subgoals and essential student objectives to their unique student populations. Local districts have the prerogative to designate those objectives it considers indispensable for its students. In addition, every

student should be assisted and encouraged to go as far beyond the essential objectives as his or her abilities, interests, and goals will permit.

The identified objectives do not represent the entire scope of the social studies or specific disciplines; however, they are suggested as those objectives essential for students to achieve. Other than at mid-point and exit-point levels, the objectives are not sequenced within a grade level or across a range of grade levels. Local district personnel are responsible for the development of a specific scope and sequence for social studies instruction best suited to their students' needs.

Schools are urged to use this publication in conjunction with *Framework for the Social Studies, K-Grade 12*, a Texas Education Agency publication which describes the content for the social studies program.

The social studies curriculum is subject to change as the demands of society change, as students' needs change, and as new priorities are identified and/or mandated by legislative or State Board of Education actions. These changes will dictate a periodic review of the subgoals and objectives. This publication, therefore, should not be viewed as the final and complete statement of essential student objectives for social studies, K-Grade 12 but as a part of the ongoing effort to provide a quality social studies program for Texas students.

DEVELOPMENT OF OBJECTIVES

Background

The development of essential student objectives for the social studies was part of a project by the social studies staff of the Division of Curriculum Development, Texas Education Agency, to revise the 1970 *Framework for the Social Studies, Grades K-12*. During the 1976-77 school year, school districts in the state responded to a number of issues concerning the social studies curriculum. In addition, the Agency's social studies staff met with individual educators, groups of social studies teachers, college and university personnel, the Curriculum Committee of the Texas Council for the Social Studies, parents and students. From this interaction emerged a plan for revising the framework and for identifying essential social studies objectives.

During the 1977-78 school year, a developmental committee (see page iv) of elementary, middle school, high school teachers and supervisors, and college and university social studies educators met with the social studies staff of the Agency and developed a set of social studies subgoals and a suggested list of

essential student objectives. Suggestions of committee members were then subjected to a systematic review by a number of educators, students, and citizens throughout the state.

The Selection Process

In March 1979, a series of 20 meetings hosted by the regional education service centers was conducted to review the objectives. Members of the Texas Education Agency social studies staff acted as facilitators. Participants in each of the meetings included public school teachers and administrators, college and university personnel, school board members, students, and citizens. Each meeting was planned around a common agenda. The agency staff provided the background of the development of the subgoals and essential objectives, outlined their potential use, and gave directions to the participants for responding to suggested objectives. Each large group was then divided into small working groups for discussion, clarification, and possible modification of the suggested objectives. The final step called for participants to respond individually to the suggested objectives. They were asked to designate each objective statement as essential or nonessential and to judge whether it was appropriate for mid-point level (about Grade 6) or exit-level (high school completion). These individual responses served as the primary factor for the identification of an objective as essential. A number of responses by persons not attending the regional conferences were also considered in the final results.

Individual checklists were totaled and the results summarized according to:

- the number of negative and positive responses each objective received in each of the meetings
- a compilation of all regional totals and individual responses into a statewide total
- the total number of negative and positive responses each objective received
- rank ordering of objective according to statewide totals

The final results were reviewed by Agency staff who then formulated the list of essential objectives for the two levels and the three categories. Suggestions by participants to amend or revise objectives were utilized when compiling the final list.

GOALS FOR PUBLIC SCHOOL EDUCATION

The State Board of Education adopted the following Goals for Public School Education in Texas in 1970, revising them in 1977 and 1979.

STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

Intellectual Discipline

- Competence in the traditionally accepted fundamentals of reading, writing, and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, free enterprise system, English and other languages, as they progress through the upper grades. These should be accompanied by a wide variety of optional courses.
- Skill in the logical processes of search, analysis, evaluation, and problem solving
- Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment
- Competence in reading, communication, and other language arts skills according to grade level and individual ability

Economic and Occupational Competence

- Knowledge of the fundamental economic structure and processes of the American system, of the contributions of free enterprise, and of the opportunities for individual participation and success in the system
- Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training

- Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment

Citizenship and Political Understanding and Competence

- Knowledge about the United States and Texas systems of government and their political subdivisions
- Competence in judging the merits of comparative political systems and ideologies with emphasis on democratic institutions, the American heritage, the responsibilities and privileges of citizenship, and the comparative merits of candidates for political position
- Skills for communicating with public officials at different levels of government
- Skills for participating in the processes of public and private political organizations and for influencing decisions made by such organizations

Physical and Environmental Health, Ecological Balance, and Safety

- Knowledge about the requirements of personal hygiene, nutritional consumption, and physical exercise essential to the maintenance of personal health. Knowledge about the dangers to health from addiction to harmful practices or consumption of harmful materials
- Skill in sports and other forms of recreation which will permit life-long enjoyment of physical exercise
- Competence in recognizing and preventing environmental, ecological, and health problems
- Knowledge and experiences to provide information and develop skills and values needed to perform daily activities in a safe manner free from injury or other losses

Appreciation of Culture, Language, and Life-Style Diversities and Their Corresponding Aesthetic Values

- Knowledge of the art, music, literature, drama, and other culturally related forms of various culture groups and their contributions
- Knowledge and competence in at least one of the major languages of the state other than English and an understanding of bilingualism

Competence in Personal and Social Relations

- Knowledge about basic psychological, sociological, and cultural factors affecting human behavior
- Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior
- Competence for adjusting to changes in personal status and social patterns
- Skills for coping with stress and pressure
- Development of a self-image that builds self-concepts of a positive nature

Use of Leisure Time

- Competence and skill in creative and responsible use of leisure time

ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

- The learning process should take into consideration the personal goals of every student and should be designed so that each can achieve the educational standards of the system and be encouraged to remain in school until ready for a post-high school career.

- The board of trustees should have a thorough understanding of its responsibilities as a policy body. Both administrators and classroom teachers should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.
- The personnel program of recognition and rewards should be designed to attract and retain highly competent people.
- The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsible and accountable to parents and citizens.
- Each school district should develop a communications system targeted at parents and the community, and designed to disseminate information about school goals, finance, programs, needs, and student achievement. The school district should devise a plan to solicit input regularly from parents and other citizens in each of these areas.

ACCOUNTABILITY

A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes.

SOCIAL STUDIES SUBGOALS AND SUGGESTED ESSENTIAL STUDENT OBJECTIVES

The subgoals and essential student objectives for the social studies, kindergarten through Grade 12 are designed to support the Goals for Public School Education (see pages 4-7). Specifically, the subgoals and objectives support the Goal statement, "The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society."

K-GRADE 12

SUBGOAL I: The social studies program shall help students acquire factual and generalized knowledge of people and their environments.

Section 1: The social studies program shall help students to acquire knowledge of the history, structure, and processes of the American economic system.

Students at the mid-point level should be able to:

- Recognize a definition of scarcity
- Identify examples of opportunity costs in choice making
- Classify examples of wants and needs
- Identify examples of economic interdependence
- Give examples of specialization and division of labor
- Explain the functions of money
- Classify examples of goods and services
- Compare the way people work today with how they worked in the past
- Identify the factors that influence a person's income

- Identify the major functions of advertising
- State the purposes of budgeting personal income
- Define market
- Define price
- Define money
- Identify examples of different forms of money used in the United States
- Understand that resources are not equally distributed among the nations of the world
- Understand that a nation or a region can produce particular goods and services with different degrees of efficiency
- Give examples of how geography influenced the economic development of the United States
- Explain how international trade makes available a greater quantity of a variety of goods

Students at exit-point level should be able to:

- Explain the functions of an economic system
- Name and describe the major types of economic systems (traditional, command, market)
- Identify the major characteristics of the American economic system
- Explain how the interaction of supply and demand determines price
- Explain the function of profit in the American economic system
- Give examples of how the United States government influences the market
- Identify the three principle forms of business enterprise (e.g., corporation, partnership, individual ownership)

- Describe the functions of financial institutions (e.g., banks, savings and loan associations)
- Explain the functions of competition in a market economy
- Give examples of how government obtains and spends funds
- Understand that there are many different kinds of markets
- State the functions of a stock market
- List the functions of a labor union
- Identify factors that contribute to economic growth
- Describe how the market system solves the basic economic problems of what to produce, how much to produce, and for whom to produce
- Explain the role of price in the American economy
- Define the terms used to describe payment for the use of human resources, land, capital, and risk taking (wages, rent, interest, profit)
- Identify and explain various forms of tax (e.g., sales, property, excise, income)

Section 2: The social studies program shall help students to acquire knowledge of historical data and of historical interpretations about Texas, the United States, and the world.

Students at the mid-point level should be able to:

- Identify important holidays celebrated in Texas and the United States
- Identify symbols of the United States
- Recognize important historical documents of the United States
- Identify the colonial settlements of North America
- Recognize places of historical significance in one's community, state, nation, and the world

- Compare and contrast the way people live today with given periods in the past
- Describe the consequences of people (a) changing from hunting and gathering to herding and farming and (b) trading surpluses
- Identify individuals and groups whose creative efforts and inventions have affected the lives of others
- Identify special holidays in Texas and the United States and explain their connection with cultural, racial, and ethnic groups
- Describe the influences of geography on the direction and flow of American settlement

Students at exit-point level should be able to:

- Identify and explain the significance of major personalities in Texas, American, and world history
- Identify colonial possessions of European nations in the western hemisphere
- Explain how European claims to North America influenced the development of Texas and the United States
- Identify ethnic and racial groups that have settled in Texas and the United States and give reasons for their migration
- Identify the geographical areas that were added to form the United States
- Identify social, cultural, and economic changes that have affected life in Texas
- Give examples of cultural borrowing that reflect the multicultural aspects of the state and nation
- Give examples of how mobility affected the historical development of the United States
- Give examples of the interrelated causes of the rise and decline of early societies

- Explain that change varies among cultures and depends on geographic, economic, political, and cultural conditions
- Give examples of how change has affected human and environmental conditions in positive and negative ways
- Give examples of international conflicts in which the United States has been involved
- Explain the causes of the American Revolution
- Explain the fundamental principles and ideals of the United States as contained in the Constitution
- Describe the significance of civil liberties to the historical development of the United States
- Describe the multicultural nature of the discovery, exploration, and settlement of Texas and the United States
- Describe the historical growth of the United States through purchase and annexation
- Identify the contributions of various ethnic/cultural groups and individuals to the development of Texas and the United States
- Describe the history of business cycles in American history
- Describe the influence of major world religions on the history of world civilization
- Cite examples of the impact of science, technology, and industrialization on the nations of the world
- Recognize that interpretations of the past vary according to available data and changing conditions
- Describe the effects of modifications of the environment on the growth and development of world civilizations
- Relate how the geography of the United States influenced its patterns of colonization, settlement, and population growth

- Identify major world cultures and explain similarities and differences among these cultures
- Recognize conflict as a part of history, and explain various means by which conflicts have been resolved

Section 3: The social studies program shall help students acquire knowledge about the institutions and processes of local, state, national, and other political systems.

Students at the mid-point level should be able to:

- Describe the nature of authority in the family and in society
- Identify executive authority roles on the community, state, and national levels
- Recognize the necessity for rules and how rules function in families, schools, communities, and political systems
- Recognize that each member of society has a personal responsibility to help preserve freedom and rights in a democratic society
- Explain how individual rights and freedoms are limited by majority rule
- Identify rights contained in the Bill of Rights
- Define and give examples of crime
- Explain school policies governing possession, use, or sale of illegal drugs
- Identify examples of responsible citizenship

Students at the exit-point level should be able to:

- Recognize law-making bodies as legislative, law-interpreting bodies as judicial, and law-enforcing bodies as executive
- Recognize that in the United States there is a particular meaning to equal justice under the law
- Explain the different political systems that exist

- Explain the difference between direct and representative democracy
- Describe the functions of interest groups in the American political process
- Explain key concepts that underlie democratic political life and citizen participation (e.g., rights, justice, law, compromise)
- Identify the rights of a person accused of a crime
- Give examples of juvenile delinquency as defined in Texas
- Explain the legal consequences of possessing, using, or selling illegal controlled substances
- Explain the functions of bureaucracies in the governmental process
- Understand that effective political participation requires an individual's time, effort, and knowledge
- Explain and give examples of the federal system of checks and balances and separation of powers
- Explain the functions of political parties
- Describe the organization of political parties
- Compare and contrast American political institutions, processes, and values with those of other systems
- Describe the structure of government at the local, state, and federal levels
- Identify the rights and responsibilities of individuals in the American legal system
- Give examples of how individual rights are limited by constitutional law
- Describe the functions of executive, legislative, and judicial branches of government
- Explain the purposes and political philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence
- Identify the historical sources of the American form of government

- Define terms related to juvenile delinquency (e.g., habitual, age of accountability, probation, parole)
- Explain the legal rights and protection affording juveniles
- Define terms and procedures related to crime (e.g., felony, misdemeanor, probation)
- Classify examples of civil liberties

Section 4: The social studies program shall help students acquire knowledge concerning local, state, national, and world geography.

Students at mid-point level should be able to:

- Demonstrate a knowledge of place identification at the local, state, national, and world levels
- Explain the functions of geographic tools such as maps, globes, and graphs
- Know the difference between towns, cities, counties, states, nations, and continents
- Locate the continents and major physical and cultural regions of the world
- Explain the concept of region and distinguish between various types of geographic regions
- Recognize relationships that exist between individuals, societies, or cultures and their physical environments
- Give examples of how diminishing resources relate to changes in how people live
- Describe the influence of weather and climate on the living conditions of people
- Identify careers and occupations related to geography
- Identify different map projections

- Explain how people have altered the surface of the earth and describe the results
- Give reasons why population is concentrated in certain areas of the world

Students at exit-point level should be able to:

- Identify and describe the major cultural regions of the world
- Describe the forces that promote interdependence within a geographic region and among regions
- Locate major political, cultural, physical, and economic regions of the world on a map or globe
- Describe the influence of the physical environment on the major cultural regions of the world
- Explain the relationships between site and function of cities, and their physical environment
- Describe the physical, cultural, and economic features of the landscape of Texas
- Explain how physical forces shape the surface of the earth

Section 5: The social studies program shall help students to acquire knowledge about psychological, sociological, and cultural factors affecting human behavior.

Students at mid-point level should be able to:

- Understand that cultures are many and varied
- Know that family members in all cultures have special functions
- Give examples of how the environment affects the way individuals live
- Give examples of how individuals are constantly changing
- Recognize that some groups, such as the family, are permanent in nature
- Know that individuals belong to a variety of groups for different reasons

- List changes that may take place in each culture whenever two or more cultures come into contact
- Understand that solving problems involves cooperation, adaptations, resourcefulness, and persistence
- Describe how individuals are similar and how they are different

Students at exit-point level should be able to:

- Explain how social movements usually cause changes in a society
- Give examples of how cultures provide for the basic needs of their members
- Understand that all cultural systems consist of a series of ideas and patterns of behavior
- Describe the functions of religion in a society
- Illustrate various ways of determining status in a culture
- Explain how heredity and environment contribute to individual differences
- Explain how specific societal institutions (e.g., church, school, family) carry out the basic functions of society

SUBGOAL II: The social studies program shall help students to develop and examine their own values and attitudes and those of others

Section 1: The social studies program shall help students develop self-respect and respect for others.

Students at mid-point level should:

- Recognize the importance of his or her own worth
- Work willingly with others as a means of solving problems
- Accept responsibility for his or her actions
- Value contributions of racial and ethnic groups and individuals to the American heritage

- Regard self as a contributing member of society
- Be aware that individual and group actions are influenced by moral, ethical, and spiritual values
- Respect beliefs and values of other cultures
- Demonstrate concern for the well-being of others
- Respect the rights of others relative to religious beliefs and practices
- Be ethical in dealing with others

Students at the exit-point level should:

- Be aware that some things are valued more in some cultures than in others
- Be aware of how societal values affect individual beliefs and values

Section 2: The social studies program shall help students to be committed to democratic beliefs, human freedom, and personal responsibility.

Students at mid-point level should:

- Undertake personal leadership in groups and accept the leadership of others
- Support the belief in the inherent rights of individuals
- Accept the necessity for self-restraint in personal behavior
- Demonstrate tolerance toward those of different backgrounds, values, or opinions
- Assume individual responsibility for supporting democratic ideals
- Support basic Constitutional freedoms and be aware of why such support is important
- Accept the principle of majority rule while respecting minority rights

Students at the exit-point level should:

- Determine ways one can personally and practically help improve the conditions of others
- Respect the principles that underlie the United States Constitution, the Bill of Rights, and the Declaration of Independence
- Consider his or her values as well as those of others when making political decisions
- Value open mindedness, tolerance of differences, and participation as important aspects of democratic behavior
- Respect the laws of one's society and work responsibly to change the laws that one judges to be unjust
- Be committed to supporting the principles of freedom and recognize threats against them

Section 3: The social studies program shall help the student appreciate the nature of and demonstrate positive support for the American economic system.

Students at mid-point level should:

- Believe in the freedom of individuals to choose and change jobs
- Support freedom of choice in the market place
- Contribute to the accomplishment of tasks
- Adhere to good work habits
- Recognize the need and value of all honest work
- Encourage others in the work they are pursuing
- Acknowledge the need for individuals to work if a society is to function effectively
- Recognize the need to finish assigned tasks

- Recognize that work gives meaning and direction to an individual's life
- Act responsibly to protect the environment
- Be committed to conserving limited resources
- Recognize the need for sharing scarce resources

Students at exit-point level should:

- Recognize the contributions of the American economic system to the standard of living enjoyed by United States citizens
- Support the role of profit in the American market system
- Believe in the right of individuals to acquire, use, and dispose of property
- Support the freedom of consumers to choose how to spend their income
- Recognize the freedom of individuals to join or not join in collective economic action
- Recognize that citizens, through political activities, can influence economic decisions made by government
- Acknowledge the role of government in regulating unreasonable restraint on competition by either producers or consumers
- Support competition as it effects the quantity and quality of goods and services produced

SUBGOAL III: The social studies program shall help the student develop skills and processes necessary for understanding and interacting within various environments.

Section 1: The social studies program shall help students to know how to obtain, analyze, and explain information from various sources.

Students at mid-point level should be able to:

- Gather and report information accurately
- Interpret graphs

- Read and compare maps and globes
- Classify and label information into categories
- Utilize a variety of sources in seeking information
- Identify commonalities among a group of events
- Interpret social studies information presented in various graphic forms
- Use problem-solving skills
- Use specific coordinates to locate places on maps and globes
- Utilize graphs to report data
- Give oral and written reports

Students at exit-point level should be able to:

- Verify the validity of the information
- Choose between relevant and irrelevant data
- Determine the relationship between causes and effects
- Form valid generalizations
- State a point of view and support it
- Compare and contrast the opinions of others
- Apply interview skills
- Apply new information accurately
- Engage in research activities and delay decision making until ample information is gathered
- Interpret and evaluate conflicting issues

Section 2: The social studies program shall help the student apply historical and social science facts, concepts, rules, and generalizations.

Students at mid-point level should be able to:

- Transfer learning from one situation to another
- Formulate rules for governing self and small groups
- Propose tentative solutions to problems

Students at exit-point level should be able to:

- Differentiate among cause and effect generalizations, summary generalizations, and value generalizations
- Question the appropriateness or accuracy of generalizations and summaries
- Condense information into valid summaries
- Apply generalizations accurately
- Formulate, according to the situation, a summary, value, or cause/effect generalization
- Question stereotypes that represent an oversimplified or incorrect opinion, attitude, or uncritical judgment of individuals, groups, issues, or events
- Determine the validity of recorded accounts of past or present human conditions or events
- Apply research skills to verify or challenge the validity of rules, laws, principles, generalizations, or decisions
- Accept or reject the application of a rule for governing a new situation
- Infer, from information about conditions, times, and places in which people live, what their beliefs, values, and activities might be

Section 3: The social studies program shall help the student develop and use democratic participatory skills in a variety of human relationships.

Students at mid-point level should be able to:

- Work cooperatively with others
- Fulfill their responsibilities in whatever groups they participate
- Express ideas in an orderly and open manner
- Obtain and use pertinent information for performing citizenship tasks
- Contribute to group decisions
- Delay decision-making skills until the dimensions of a problem are known
- Apply the strategies of problem solving when making decisions
- Recognize the individual's role in the formation of group decisions

Students at exit-point level should be able to:

- Evaluate the processes and results of decision making
- Support responsible free speech for everyone, including those who hold opposing views

Section 4: The social studies program shall help students to understand and use the processes of reasoning.

Students at mid-point level should be able to:

- Identify contradictions in statements
- Perceive cause-effect relationships

Students at exit-point level should be able to:

- Draw inferences from data
- Distinguish facts from hypotheses

- Understand how language can be used to influence thoughts, attitudes, and behavior
- Draw a conclusion from data and/or statements that support it
- Determine if data support a hypothesis
- Recognize common fallacies
- Identify and analyze propaganda techniques
- Identify and analyze hasty generalizations